A SYNOPSIS OF Lillies Grammar.

The Second Edition corrected and enlarged by the Author:

Publiſhed for the Benefit of Grammar Schooles, and is very uſefull and neceſſary to be bound at the end of Lillies Grammar:

OXFORD,

Printed by *H. Hall*: for *Thomas Hancox*, Bookſeller in Hereford; and are to be ſold by *Ric: Davis* in Oxford. 1675.

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The Bookſeller to the Reader.

I Was of late frequently call'd upon, for the little Tract, which theſe following ſheets doe comprehend, and being not able to find any left of the former Impreſſion, I deſired the Author (my Reverend and worthy Freind) would helpe me to a coppy, with his conſent to print it again. I confeſs I found him not very ready to grant my requeſt, being more inclined to poſſeſs his thoughts in quietneſs and Tranquility, Then to expoſe himſelfe and them to the cenſures that generally accompany ſuch attempts. Nevertheleſs the advantage already received by the familiar, and eaſy method, herein propoſed, with the expectations of many

for the like, and more yet from it hereafter being proposed unto him; he was prevailed with, to peruse it, and (after severall amendments, and additions where he thought needfull) to give way for the Press. It hath been my care to preserve it from moles and Errours in the birth; which I hope is so well performed, that nothing remaines save my hearty wishes (kind Reader) that thou maiest obtain a continuance and improvement, of the good and benefitt; which hath been hitherto plentifully received in the use thereof.

Yours to serve you

Tho: Hancox.

A Method propoſed.

I. LET the Schoole be reduced into claſſes, elſe it will be troubleſome; four is indifferent, if it goeth to five or ſix, it will leave leſs time for examination, but better ſo howſoever then to have ſupernumeraries out of formes.

II. It may doe well alſo to calculate ſome lawes for the uſe of the Schoole, that may expreſs the method of their ſtudies and deportment in generall, and let them be poſted up in the ſchoole, and read over once a weeke, and let a Monitor be appointed in every claſs to exact an obſervance thereof.

In appointing monitors obſerve.

1, That they be ſtudious, painfull, and, if poſſible, ſtrong; whereby they may better govern their charge.

2. That they be much countenanced by the maſter, whereby the Scholars may be more obedient unto them.

3. That an account be exacted from each Monitor (along with the parties offending) for miſcarriages in his claſs, which might have bin redreſſed and prevented by his care and diligence.

4. That the inferiour monitors be ſubject to the monitor of the higheſt claſs, whoſe duety is to ſuperviſe all, and, in the Maſters abſence, to govern the Schoole.

III. It is neceſſary to have a Catalogue of the Authors you intend to uſe in Greek and Latin,

tin, ſorted into paires, and fixed in ſome conſpicuous place in the Schoole, whereby the ſcholars may underſtand what bookes come in order to be read, whereby to provide them in time.

IV. It will be expedient alſo to injoyne the generall uſe of the Latin tongue rigidly; for that and Poetry will add a great luſtre to the ſchoole; But be carefull at firſt to keep them to the property of the language, elſe they will ſoon uſe a barbarous habit of ſpeaking, which after ſome continuance will not eaſily be taken off.

V. The maſters care is not confined within the Schoole, but he ought alſo to regard his ſcholars converſation and deportment in their recreations(by limiting them to ſuch as are inoffenſive and not introducing corruption of manners &c.) and in their lodgings alſo; for it will be to the maſters

diſcredit (as well as hurtfull to themſelves) that their demeanour ſhould be uncivill in their maſters abſence. And parents alſo have little cauſe to regard their childrens learning, when they are rude and beaſtly in their behaviour.

VI. Some excerciſe muſt be allotted to be performed in their ſpare time, whereby their opportunity may be the leſs to acquire ill habits, and of this (being written in a book by it's ſelfe) an account muſt be required once a month or oftener at the Maſters pleaſure.

VII. Speciall care muſt be had that they ſpend their time well on Sundaies and Holydaies, cauſing them in the morning to read the Pſalmes and chapters appointed for that day. After dinner to learn ſome portion of a catechiſme, and to ſpend the reſidue of the day in reading the Bible orderly. And the

1. It will be expedient to make the chiefe in every houſe an Obſervator to guide the reſt in the performance of their duety.

2. To vary the catechiſme according to the capacity of the children in the ſeverall claſſes beginning with the church catechiſm, and when the higheſt formes ability doth admitt it, it may not be amiſs to explaine a Siſtem of divinity by portions to them, and to guide them to digeſt the ſumm of what is delivered into Theſes or Propoſitions, wherein a method is to be obſerved to help the memory. And as you goe along, it may be advantageous to mark out to them the erroneous oppinions that ſprang upon each point in the Syſtem, with a briefe confutation thereof, whereby they may be in ſome degree forewarned and provided againſt ſuch impreſſions as thoſe may make upon youthfull diſpoſitions, that are in no ſort armed

med againſt their venom, the neceſſity of this will more appear, if you note.

1. That moſt oppinions have had men of great ability to defend them who did render them more plauſible, then one would ſoon gueſs.

2. That young men are too apt to receive things ſuddainly not heeding with ſufficient warineſs (nor poſſibly being able to obſerve) what conſequence they may produce. Suppoſing things (of old ſufficiently ſcann'd and condemned) to be new diſcoveries, which they may with too much readineſs embrace, if they be not by theſe or the like waies forewarned.

VIII. The maſter ought (1.) to be free in his converſation from intemperance of any ſort, whereby his examples (as well as words) may inſtruct.

The force and efficacy of example

ple in behaviour may not be eaſily expres't, or why obſervation is more inſtructive then precepts; ſo that the firſt is generally choſen when the laſt is more inſiſted on; whether it be that all naturally eye actions more then words, or that they judge actions the beſt diſcoverers of the inward determinations of the mind, notwithſtanding more ſpecious pretexts in outward ſhew, or that our affections do more eaſily cloſe with ſuch inſtances in actions, as repreſent a pleaſure or delight to the appetite, then they do with the deductions of reaſon made by the intellect: for unto the one our naturall inclination and temper may add a vigour, whereas the other is only the inference of precept and diſcourſe.

2. He muſt keep a very exact mean between an overgreat familiarity, and ſullenneſs or auſterity: The one will introduce diſobedi-

bedience and contempt, and the other will create fear and terrour mixed with a ſecret diſlike and deſire to ſhake off thoſe fetters which without diſdaine are not endured.

3. It were convenient he ſhould be intangled in no other imploiment ſave his Schoole alone, for it will take up his whole time if he well diſchargeth his duety.

4. He had need be very active and diligent, wary to obſerve the various diſpoſitions of children, that he may apply himſelf unto each accordingly: clear, plain and induſtrious in examination (the very ſoul of this imploiment) and indefatigable in finding out new examples, or any other eaſy and pleaſing deviſes and methods to make what he would teach perſpicuous and acceptable.

It will be very advantageous to make chyce of a good Grammar, if the booke enjoyned by Authority

ty be laid aſide; the next (in my judgment) is *Danes*: *Voſſius* is too tedious, *Farnaby* ſomewhat difficult; but of good uſe unto ſuch as are pretty well entred; The ancients are too prolix for children, but may well be uſed for ſchollions. When the choyce is made, it is very inconvenient to change, and therefore far eaſier it is to be well adviſed aforehand.

If Lilli's Grammar be uſed it may be well and advantageouſly abridged in many particulars. eſpecially in the various inſtances on the Rules of the *Syntax*; wherewith (excepting one or two upon each Rule) the childrens memories need not be burthened, and it may prove expedient to print the Grammar ſo abreviated for the uſe of Schooles.

At the firſt paſſing over the Grammar in parts, the beſt way of examination is to obſerve the ge-

generall parts and Method of the book (according to the enſuing obſervations) together with the prime and cheife rules in each part with their nature and uſe. Still fetching over what is paſt untill the Maſter judgeth them ſufficiently exerciſed therein.

When they are able with readineſs to diſtinguiſh the parts of Grammar with their uſes, and to know where to find any generall rule they are called upon for, Let the next examination (as they go on with their *Part*) be more particular, ſtill obſerving the ſame Method, deſcending thus by degrees as the childrens capacities will admit, untill at laſt they become ready in the whole.

After they are exerciſed in this examination for ſome conſiderable time, untill they are found perfect Maſters therein; the

the next labour will be (as they go over the book in *Parts*) to ſhew them particularly the lameneſs of the Rules in reference to thoſe uſes they are generally calculated for; it being uſuall to call one well vers'd in theſe Rules of Grammar a good Gramarian, including in that expreſſion a competent ability in underſtanding and skill in diſtinguiſhing the property of the Latin; though it be well known unto one that hath made but a ſmall progreſs in theſe paths, that the Rules of our common Grammars can enable one to neither in any reaſonable degree. Such things having ſo great a dependance upon Authority and cuſtom, as that you can hardly adventure one ſentence for good latin upon the bare account of it's conformity unto your Rules, unleſs you have the conſent of a claſſick author unto that ſentence

you

you would expreſs; by finding it (or ſomewhat analogous thereunto) therein. Hereby we may conclude the Grammar to be invented to initiate children in the Rudiments of the Latin, and to be of no great ſignification when they come to ſome maturity ſo as to be able to reſpect the cuſtome of writers and property of the language.

Of reading Authors.

As for the ſorting of Authors into paires, it is left to every mans choyce and liberty, only in the main we obſerve that.

In Poetry. *Ovid Met.* is the key. For it containes poeticall fictions without the knowledge of which other Poets cannot be eaſily underſtood. If it be not read over it will be neceſſary to cauſe the Scholars, before they part with it, to get in their memory

ry the hiſtory of all the fables with their concatenations to one another. And to help them in this the Maſter may either himſelf make an abridgment of the whole book for their uſe, or recommend unto them one already made.

Next unto this *Seneca's Tragedies* may be proper, in regard it is every where repleniſhed with hints and ſhort touches of thoſe *fables* which *Ovid* more largely delivers.

In hiſtory, *Juſtine* is the beſt book to begin with, where you will find the affaires of the *Aſſyrian Monarchy* together with that of the *Medes* and *Perſians*, ſuſcinctly and elegantly handled. But when you come to *Alexander* it is better to take *Curtius*, who wrote his life in a moſt excellent and ſmooth ſtile. And if afterwards you read *Florus*, you will be furniſhed with a body of hiſtory, indifferently compleat, untill the time of our *Saviour*. I confeſs I am no admirer of *Florus* his

ſtile, for you will find it generally ſtufft with thoſe *poinant repartees* (as they are now called) which the declamators took up when the purity of the latin began to decline. In moſt of whom you will find that ſtudied affectation, which will ſoon beſpeak the difference between their way, and the naturall equality and ſtillneſs of *Cicero*, *Cæſar* and *others* of that age.

The uſe of Colloquies is moſt neceſſary to perfect diſcourſe, and help to ſpeak latin properly. To further this, it may do well to oblige the Monitors to introduce an excerciſe into the lower claſſes, in the nature of a play, wherein they are to ſtrive which can render any little Engliſh ſentence propoſed, into the beſt Latin. If the children can be enriſed to humour this, it can hardly be imagined how great their improvement will be in a very ſhort time. In the mean while let the higher fourmes have for

their play the variation of ſentences, that is, how many waies a ſentence may be rendred into good latin; and alſo how many waies one latin ſentence may be varied. This will bring in plenty of expreſſions upon all occaſions, whereby you may have an opportunity to elect the fitteſt, without which 'tis almoſt impoſſible to write well.

When children are come once to that maturity, as to be able to diſtinguiſh, or, in ſome ſmall meaſure, to underſtand the ſtile of an Author, put them to read *Cicero*, I hold his familiar Epiſtles fitteſt to begin withall, (for thoſe *ad Atticum* are too abſtruſe and difficult) next let them take ſome of the plaineſt of his Orations, and by tranſlating what they read into Engliſh, and that engliſh again into other Latin, labour to obſerve and imitate his ſtile and manner of expreſſions. This way of tranſlating will certainly be found more pro-

fitable then moſt other excerciſes to obtain an accuracy and exactneſs in the idiom and property of the Latin. For here they are tyed to the ſenſe, and ſentences (if not words) of another, whereas in their own compoſitions, if they cannot find the way of expreſſing what they deſire, they will adventure to uſe what they can find, though it be beſides the matter, and ſenſe (it may be) too with all.

Beſides this, frequent and ſet exerciſes are indiſpenſably neceſſary. *Poetry* animates the fancy, yet, in my opinion it is more laudable in a boy then man. But *Oratory* is ſo uſefull that no man almoſt of whatſoever eſtate or condition but will find it ſerviceable.

To help on this often declamations will very much conduce. And though they be not at firſt ſo excellent, yet let the language and action improve together. I hold

it

it needfull alſo that all excercifes whether *Epiſtles*, *Themes* or *Declamations*, may be firſt compoſed in Engliſh, and have much admired why ſo highly advantageous a courſe is generally and againſt all reaſon neglected.

In reading any author *Greek* or *Latin* it will be found very uſefull to point out ſix or eight (or any other number as the youth's capacities can bear) of obſervations, which ought to be the moſt materiall points picked out of the portion, whether *Rule* or *Lecture*, they did learn at that time, and to enjoyne them to write theſe at the very time they were noted, in paper books made for that purpoſe; Out of which (allowing but ſix to each *Rule*, and ſo many to each *Lecture*) in four day's time will amount forty eight. What a luſty number will the Totall of halfe an years obſervations ariſe unto? Therefore, to rivet theſe in the me-

mory, it may do well to aſſign weekly ſome part of friday (the day allotted commonly to other repetitions alſo) to review and re-examine them. This is eaſily underſtood and practiſed; but hardly will any man thinke the benefit ſo great as indeed it is, untill experience hath aſſured him thereof.

A

SYNOPSIS

OF

Lillies Grammar.

Observation. I.

PRopria *quæ maribus* containes Rules for the declining of regular Nouns. *Quæ genus* for the declining of Hetroclit's or irregular Nouns. And *As in præsenti*, rules for the declining of verbs.

Observation. II.

Propria quæ maribus hath in it three parts.

1. Rules for the declining of proper names.

2. The three special Rules with their exceptions.

3. Rules for the declining of Nouns Adjectives.

Notes. 1. This cannot otherwise conveniently be divided; for every Noun is either, first a Substantive proper, or secondly, Substantive common, or thirdly an Adjective.

In the declining of a Noun there are two difficulties, first to know the forme or termination of the genitive case secondly to know the gender. The Genitive case is best known by authority and the gender by Rule.

But after what method to proceed

in theſe rules, I find it not fully agreed upon between Grammarians, Some (with our *Lilley*) chooſing the ſpeciall Rules, that is, the forme and accent of the Genitive caſe Others rather approving the terminations of the declenſions, as moſt eaſy and befiting the capacity of young beginners, whereby to diſtinguiſh the genders; *Note alſo*,

1. That all words ſignifying *males* are *Maſculine*, and ſuch as denote *fæmales* are *Fœminine*.

2. Words that are of the like forme, and of equall *make* or ſort with Maſculines, are of the Maſculine gender, the ſame may be ſaid of fœminines, as *Dea* is the fœminine gender, becauſe it denotes a fœmale, but *Menſa*, *terra*, *aura* &c. are of the ſame gender, being they are words of the ſame forme. And the reaſon is becauſe the gender, in the ſenſe of Grammarians, doth not ſo much diſtinguiſh the kind or ſex exactly, as it doth the ſimilitudes

to

to one another, in respect of their structure, as is afore expressed;

3. *Beasts*, *fishes* and *birds* where there is not any distinction of *sex*, are *Epicænes*, else they follow the speciall Rules. *Mancipium*, *Scortum*, *Jumentum*, are also *Epicænes*.

Observation. III.

The *first special Rule* doth not increase and is of the Fæminine gender. The *second* increaseth *long* and is of the Fæminine gender. The *third* increaseth *short* and is of the Masculine gender.

Notes. 1. If any word be of another gender then that of the rule unto which it belonges, then must it be sought for in the exceptions under that Rule. The child must be taught readily to repeat any exception called for, as.

Ma-

Maſter. Repeat the Maſculine exception on the firſt ſpeciall Rule?

Scolar. Maſcula nomina in a &c. or *Maſcula in er ſeu venter* &c.

Maſter. The Fæminine exception on the third ſpeciall Rule?

Scholar. Fæminei generis ſit hyperdiſſyllabon in do &c. and ſo of all the reſt.

2. *Fæminei generis ſunt Mater, humus, domus, alvus* &c. is only an exception on the preceding Rule *viz. Maſcula in er* &c. and not on the *firſt ſpecial Rule* for a feminine rule cannot have a feminine exception.

3. Many proper names, eſpecially of *rivers*, *Mountaines* and *towns*, in their genders follow their declenſions and termination, thus *Allia*, *Albula*, *Sequana*, &c. are feminines; *Iardar*, Neuter; *nar* Maſculine and neuter, for when it is of the Maſculine, *fluvius* is to be underſtood, as *Puer puella*, in *adoleſcens* or *infans*; ſo in *ſummo Oſſa*, where *monte* ſeems

seems to be understood, for elsewhere it is of the feminine gender. And also in the names of *months* that are all Adjectives and have the word *Mensis* still understood to them, which may be found also not seldom expressed. *Ovid. Trist. lib.* 1. *Eleg.* 11. *Martiall. Lib.* 5 *Epig.* 18.

And the truth is, many words are taken for Substantivies, which are indeed only Adjectives, for being used alone (but in the same gender with the Substantive to which they have a reference) they are now by use, become as Substantives themselves. Of such sort are, *Consonans*, *vocalis*, *nefrens*, *torrens*, *exul*, *prægnans*, *frigida*, *multum*, *triste*, &c.

In the names of *towns* also the termination is the best guide to find the gender, from the which if any vary, it is a *Synthesis* respecting *urbs* or *regio* understood. So words ending in *a* and *e long* are feminines; in *o* and *us*, Masculines, as, *Sulmo*, *Nar-*

Narbo, *Hippo* &c. *Peſſinus*, *Paphinus*, *virg. Argos* is of the firſt declenſion of the contracts, and therefore neuter; in *e ſhort*, *al*, *ir* and *ur* Neuter, in *i* plurals maſculine as *Gabii*, *Philippi*.

Obſervation. IV.

Quæ genus contains Rules for the declining of *Heteroclites*, and may be divided into three parts.

1. *Variantia* or words that differ from the right way of declining.

2. *Defectiva*, or thoſe that want ſomewhat they ought to have.

3. *Redundantia* or words that have more then they ought to have.

Notes.

Notes. 1. Nouns Heteroclites differ in their declining from regular Nouns, and their difference can be but either a variation, when they neither want nor abound, but alter; or a deficiency, when they want either a number, cases &c. or thirdly, a redundancy when one word is variously declined or diversly read in the same case: So that *Quæ genus* is only an exception on *Propria quæ maribus*.

2. All Heteroclites or irregular nouns, are better known by use and reading of Authors then by any rules; for their number and variety will over-charge the memory of children, but are very easily learnt by observation and excercise; *Note also.*

In the first part.

That their variety consists in gender only, *Pergamus*, *Pergama*, *Rastrum*, *Rastri*, *Rastra.*

In the second.

That their defect lies, 1. in variation as *fas*, *nil* &c. 2. in case as

as *noctu, fors forte* &c. and 3 in number as in proper names and other words of a ſingular ſignification.

In the reſt you have this order.

1. Maſculines wanting the ſingular number; fæminines wanting the ſingular, neuters wanting the ſingular.

2. Maſculines wanting the plurall, fæminines wanting the plurall, neuters wanting the plurall.

In the third part.

Their redundancy is nothing elſe, but the various formes of declining, either in ſome caſes, or in the whole Type of declenſion as *Clypeus, Clypeum; crater, cratera; honor, honus.*

Obſervation. V.

As in præſenti contains Rules for the preterperfect tenſes and ſupines of ſimple and compound verbs, and hath in it ten parts, *viz.*

The

The preterperfect tense of simple verbs.

The preterperfect tense of compound verbs.

The supines of simple verbs.

The supines of compound verbs.

The preterperfect tense of *verbs* in *or*.

Verbs having two preterperfect tense.

Verbs neuters passives.

Verbs borrowing the preterperfect tense.

Verbs wanting the preterperfect tense.

Verbs wanting the supines.

Notes. 1. The first five parts are most material. The first whereof containes the four conjugations, and in them observe.

That three have each of them one com-

common termination in their preterperfect tenſe. *vz.*

The firſt in *avi*, the ſecond in *ui*, the fourth in *ivi*, but the third forms the preterperfect tenſe variouſly, according to the termination of the verb in the preſent tenſe, as *bo* makes *bi*, *co* makes *ci* &c.

Make the child perfect in theſe terminations, and when that is done, guide him to obſerve

That the ſupine of the ſimple verb is formed out of the preterperfect tenſe thereof, and that the rules thereof go by terminations like thoſe of the third conjugation, for *bi* makes *tum*, *ci* makes *ctum*, &c.

As the *four conjugations* contain rules for the preterperfect tenſe, and *Nunc ex Præterito* for the ſupine of Simple verbs; So *Præteritum dat idem* relates to the preterperfect tenſe and *Compoſitum at ſimplex* to the ſupines of compound verbs. Let the Analogy between theſe four parts be carefully marked and inculcated by

frequent examples, as *bibo*, *bibi*: *bibi* makes *bibitum*: *imbibo*, *imbibi* makes *imbibitum*. Let there be examples of every of the four conjugations, and the Rule brought for every preterperfect tense and supine in each example; Thus you may make a child of an ordinary capacity ingeniously prompt and ready in those parts of *As in præsenti* in less then an hours time, andthen the rest will easily follow; *Note further*

2. That whereas *Præteritum dat idem* makes the compound verb to be all one in declining with the simple, therefore *Verba hæc simplicia* that turns the *vowel* into *e* and *Hæc habeo lateo*, that changes the *vowel* into *i*, and *Hæc si componas* that changes the *vowel* into *i* but not in the preterperfect tense, may be taken as exceptions on *Præteritum dat idem* without any great error; but it will be found very expedient to avoid confusion and multiplication of parts.

3. Meddle not with particular exceptions

ceptions till the child be capable himſelf to find out the generall parts, and by their guidance to find any generall Rule in each part. To bring him to do this is not a quarter of an hours labour, after he hath learnt *As in præſenti* out of booke.

4. Verbs deponent and commune, as well as paſſives muſt be reduced to *Verba in or* (which is the fift part) and to find the preterperfect tenſe of theſe, becauſe they have no active voice, you may feign it, as though they had it; and that being declined unto the latter ſupine, will (in all verbs that are regular) produce the right preterperfect tenſe, by turning *u* to *us*, as *gratulatu gratulatus ſum vel fui.*

Moſt of our late Grammarians do omit the ſecond perſon of the preſent tenſe, the Gerunds, and the latter ſupine in the declining of verbs, as. *Amo, amavi, amatum, amare.*

And alſo they fit the Rules unto this way of declining, whereby they render them far leſs intricate and

more compendious then formerly, for herein the terminations alone (with ſome few exceptions added to them) will indifferently ſerve for, well nigh, all the verbs.

Note that all the Rules in *As in præſenti* relate only to the preterperfect tenſe and ſupines; for verbs in other places ſeldom differ from the common road of their conjugations.

Note alſo, that if a verb any ways differ in the preterperfect tenſe, it will retaine that difference in the tenſes derived from the preterperfect tenſe and in the ſupines and in the future in *rus* alſo, as, *accepi*, *acceperam*, *acceperim*, *accepiſſem*, *accepero*, *accepiſſe*, *acceptum*, *acceptus*, *acceptur*us.

Obſerve alſo that the future tenſe of the Infinitive mood active, though it be like the future in *rus*; and the future tenſe of the infinitive paſſive, though it be like the preterperfect tenſe; yet have no variation of genders, as, *Non datum iri uxorem filio*; *Ter.*

Quo

Quo te occiſurum minatur, Plautus; ſpeaking of a woman.

Obſervation. VI.

Syntaxis comprehends Rules for the Government of words, and contains twelve parts.

1. The three concords.
2. The caſe of the Relative.
3. The conſtruction of nouns Subſtantives.
4. The conſtruction of nouns Adjectives.
5. The conſtruction of pronouns.
6. The conſtruction of verbs.
7. The conſtruction of verbs Paſſives.
8. The conſtruction of Gerunds and Supines.
9. Of time and place.

10. Of Impersonals.
11. Of the Participle.
12. Of the undeclined parts of speech.

The *Syntaxis* may be generally divided into two parts; 1. Concords. 2. Goverment.

But we take the Concord as a particular part, to avoid many divisions, being it occasions no considerable mistake.

In Etymology we had the knowledge of words one from another, so as to be able to know what part of speech every word is; we had also the accidents and declining of those parts of speech that are declined, with the Rules that guide how to decline them; whereby it appears, that *Propria quæ maribus*, *Quæ genus*, and *As in præsenti* do properly belong to the introduction or Etymology.

Now a noun or verb being perfe-

ctly

&tly known and declined, the next difficulty will be, to know in what caſe, mood, or tenſe to place it, when we turn a ſentence into Latin, or why it is put in ſuch caſe, mood &c. when we conſtrue a ſentence of Latin in Engliſh.

To reſolve this, *Syntaxis* is made; which is a right ordering of the Eight parts of ſpeech among themſelves, and contains the fourth point to be obſerved in parſing, *vz.* the government of the Eight parts of Speech.

The beſt way of examining the *Syntax* is to learn out the titles of the parts of it, as they are expreſſed in the obſervation, and to examine the chief Rules of every part at firſt learning; but when you go over it the ſecond and third time, you muſt particularly examine the prime Rules in every part, but ſtill obſerving the method, and repeating the titles of the parts you have paſt over, from the begining to the place you learn: and when you are able to give a good

account of the *Syntax*, according to this method, you may examine the deficiency of it in every part, as you paſs it over again, and herein you will find an infinite variety. And it will appear, by comparing your Rules with the beſt authors, that none of them are ſo generall but they oft fail, as.

I. Verbs that ſynecdochally govern thoſe caſes they naturally do not, *Doleo caput*, *doleo* is a verb neuter; *Spoliata lacertos.*

II. Subſtantives governing the ſame caſes as their verbs, as *Obtemperatio legibus*, *traditio alteri*, *Reditio domum. Cæſ:*

III. A Subſtantive that depends on the Relative will be the Accuſative caſe (or any other caſe wherein the Relative is) before any verb.

IV. Sentences uſed in imitation of Greeks, *nigræ lanarum. Canum degeneres.*

V. Subſtantives uſed for Adjectives, *marem ſtrepitum*, *Juvenes jacos*,

eos, *Perſ. Populum latè Regem. Virg.*

VI. In theſe and the like ſentences, *Idoneus*, *aptus*, *par*, or ſome ſuch word ſeemes underſtood, *Solvendo non ſum*, *Oneri ferendo non erat*, *Reſtinguendo igni foret.* So that wholly it will run thus, *alieno æri ſolvendo non ſum aptus* &c.

VII. In the goverment of Adjectives there is a great variety, which only uſe and obſervation muſt help us to attaine.

For Inſtance.

1. *Suam vitam anxius*; *Senec. vicem Imperatoris ſollicitus.* &c.
2. They are oft read with prepoſitions, *ſecurus à metu ſomnus. Capax ad præcepta*; *Ovid. Met. lib.* 8. *præliis audax*; *Hor. lib.* 1. *od.* 12.
3. *Compos*, *impos*, *conſors*, *exors*, *particeps*, *exul*, govern a genitive caſe.
4. Adjectives ſignifying guilt, as *conſcius*, *reus*, *affinis*, *popularis*, *manifeſtus*, *compertus*, *innoxius*, *inſons*, *purus*, *ſuſpectus*, gouern a genitive caſe.

5 In

5. In later Authors Adjectives frequently seeme to govern a genitive case, which indeed rather depends upon one of these words (*causâ*, *gratiâ*, *ratione*) understood: as *egregius facti*, *lassus viarum.*

6. But in these and the like sentences, *telluris operta*, *Opaca locorum*, *cuncta terrarum*, *ardua montium*, *loca* seemes to be understood.

7. Somtimes they are put in the Accusative case and neuter gender absolute in imitation of the Greeks, as *horrendum stridens*, *immane spirans*, *multa gemens* &c.

VIII. Some passives will govern an Accusative case, *Rogor*, *exoror*, *poscor*, *doceor*, *edoceor*, *moneor*, *admoneor*, *induor.*

IX. Verbs also are wonderfull various in respect of the cases they govern, and by no meanes to be adventured upon before you are well assured of the custom and practise of good Authors, for if you be not certaine that you are in the right, you are likely

likely in the wrong, being it is a hundred to one, caſually to alight upon the property of a language; for the latin tongue is made up of a multitude of ſet formes, fitted to their ſeverall occaſions, whereof whoſoever is not competenly furniſh'd in his memory cannot poſſibly write or ſpeake Latin. But in children barbariſms muſt be excuſed untill they come to ſome maturity, ſo as to be able to judge of an Author in ſome ſmall meaſure, and thence forwards no doubtfull ſentence muſt be paſt over in their exerciſe, and allowed, untill they give an account, where they read it.

But to return and give ſome like taſt of the different *Syntax* of ſome verbs.

Indulgere genio, me indulgeo, Ter. Alicui invidere; troadas invideo. Aliquem & alicujus præſtolari.

So Alſo.

Deficio, ſuadeo, ſuperſedeo, curo, maledico, benedico and a great number more,

more, that are by others obſerved and collected; yet the uſe of theſe, in the ſeverall ways they are met with, and with the different caſes they governe, is not promiſcuous, but to be limited by the obſervation of Authors in whome they occure.

The benefit of this method is this.

1. When you have in the firſt place obſerved, that every word is governed of the word that goeth before it in conſtruction, then obſerve

2. What part of ſpeech, the word that goeth before the word you examine is, and in the conſtruction of that word you ſhall find the Rule; for example, I have a word in the genitive caſe, coming next after a verb in conſtruction, therefore I conclude that the rule for that word is to be found in the conſtruction of verbs with a genitive caſe.

In this method alſo we may uſe variety of examination, ſo that the 1. 2. 3. &c. learning will not be examined alike, and yet the ſame method

thod retained as is afore ſhewed.

Obſerve alſo; that words of the ſame nature have their government alike; for any part of ſpeech that ſignifies fulneſs, emptineſs, plenty, or wanting, or ſignifies the inſtrument cauſe or manner of doing, or have the force of the comparative degree will govern an ablative caſe &c.

That the terminations of gerunds have a remarkable affinity with their uſe, for Gerunds in *di* are uſed after ſubſtantives and adjectives that govern a genitive caſe. The Gerund in *do* after prepoſitions that require an ablative caſe. The Gerund in *dum* after prepoſitions that that govern an accuſative caſe.

Obſervation. VII.

The examination of any declined word is reducible to theſe four parts.

1. The

1. The knowledge of it.
2. The declining.
3. The accidents, and
4. The goverment thereof.

Notes. 1. The three firſt belong to the *Introduction*, and the laſt to *Syntaxis.*

2. The firſt thing that occurs in parſing of a word, is to know, what part of ſpeech it is, which here, to avoid many words we call, *knowledge*, and when the knowledge of a word is called for, it is expected that the child ſhould anſwer to all particulars of that point without any further queſtions.

For example, *Do librum Magiſtro.*

Maſter. The knowledge of librum? *Scholar.* I know it to be a Noun, becauſe I can ſee it, feel it &c. a Noun ſubſtantive, becauſe I underſtand the meaning of it without the help of another word, it is common, becauſe it is not the name of a man, woman &c. When

When the declining of a word is called for, the child muſt be taught under the ſame queſtion to bring the rule for the declining of it, wherein he muſt obſerve the method of the part whence the rule is fetched;

For example.

Maſter. The declining of *librum?*

Scholar. Sing. nom. hic liber gen. hujus libri &c.

The rule for it is the ſecond part of *Propria quæ marribus*, for it belongs to the firſt ſpecial rule becauſe it doth not increaſe in the genitive caſe.

Maſter. How is it not of the feminine gender?

Scholar. It belongs to *maſcula in er ſeu venter* &c. which is a Maſculine exception on the firſt ſpeciall rule.

Maſter. The accidents of *librum?*

Scholar. There belong to a Noun ſeven things; Number, Caſe, Gender, Declenſion, Compariſon, Form, and Figure: *librum* is the ſingular number, maſculine gender, ſecond declenſion, accu-

accuſative caſe, following the verb *do*, the rule for it, is in *Syntaxis* in the goverment of verbs with an accuſative caſe.

When this is done, firſt cauſe the child to turn to the rule himſelf, taking the obſervation of the *Syntax* for his guide to obſerve the parts thereof, and thereby to find out the rule.

2. Cauſe him diligently to mark that the rule for the government of any word is found in the conſtruction of the word going before, whereon it depends, and not of that you examine as here the rule for *librum*, though it be a ſubſtantive, is found in the conſtruction of verbs, becauſe it is governed of *do*, and not in the conſtruction of ſubſtantives.

3. There are three of the accidents left off, for Compariſon belongs to a Noun adjective, and Form and Figure need not be inculcated at the examination of every word, only in repeating the accidents of a Noun the Caſe muſt be given laſt, and the

the perſon in a verb, becauſe from them there is a better paſſage to the government.

Maſt. The knowledge of *do?*

Schol. It is a verb; becauſe it ſignifieth to do, a verb perſonal, for it hath the perſons.

Maſt. The declining of it?

Schol. Do, das, dedi &c. the rule for the declining of it is in the firſt part of *As in præſenti*, viz. the preterperfect tenſe of ſimple verbs: and becauſe that part contains the four Conjugations, the rule for this muſt be in the firſt.

Maſt. Then it ſhould be *davi* in the preterperfect tenſe.

Schol. So it ſhould; but that it is excepted *do, das rite dedi &c.* The rule for the ſupines is in the third part of *As in præſenti* viz. the ſupines of the ſimple verbs, and the rule is found by the termination or ending of the preterperfect tenſe, which in this verb is *di.*

Maſt. Then it ſhould be *deſum* in the ſupine.

Schol. It is excepted, *Adde dedi quod jure datum vult.*

The greateſt difficulty in the knowledge of a verb, is to know a verb neuter from a verb active: therefore note

That a verb Neuter hath a full ſenſe in it ſelf, as *I run*, *I drink*, and paſſeth not his ſignification into the enſuing word, unleſs it be of it's own nature, as *I run a race*, *I drink beer or wine*, but verbs Actives will paſs their ſenſe into any word following them, as I *love a man*, *woman*, *horſe* &c. and the word following will anſwer the queſtion made by the verb, as a ſubſtantive will anſwer an adjective: Therefore verbs actives and many verbs deponents are called tranſitives; but verbs neuters are ſeldom tranſitives, but in their own ſignification, and therefore will govern an accuſative caſe when they become tranſitives and rarely otherwiſe; beſides, moſt of them will not admit a paſſive voice, and thoſe

thoſe that will, have it only in the third perſon, and joyned with a nominative caſe of their own ſignification:

But to the end this may be better underſtood you are to obſerve, that there are four ſorts of theſe verbs Neuters,

Some that denote exiſtenſe as *Sum forem, fio:* Others that denote an action as *ſto, ſitio, dormio*; and theſe have a third perſon paſſive, as *ſtatur, bibitur* &c. Some have a paſſive ſignification, as *exulo, ægroto.*

And laſtly there be alſo of theſe neuters that ſomtimes are made tranſitives, and admit an Accuſative caſe after them, as *gradum ſiſtere*; *Ignem ſpirare. Nec vox hominem ſonat*; *Virg. cachinnat exitium meum*; *Appul.* And abundance ſuch like.

Yet there are ſome verbs (though not many) that even in a tranſitive ſenſe will not govern an Accuſative caſe, as *Miſereor, placeo, egeo fruor utor, careo* and the like. Therefore

even in tranſitives you are not to adventure raſhly, without a due obſervation of their uſe in good Authors, as may further appear by theſe few examples: *defendo te, auxilior tibi: Juvo te, patrocinor tibi: jubeo te, mando tibi: &c.*

The uſe of the infinitive mood is alſo ſomwhat difficult unto children. Therefore let them note

1. That it is frequently uſed by Authors, by laying aſide *Quod* or *Ut*, as, *reſpondet, ſe debere ignoſci, te valere gaudeo &c.* But if you purpoſe to turn any ſentence of this ſort, the other way, it may prove a queſtion how to render the particle [*that*] into latin. To anſwer this *Eraſmus* tells you, that *quod*, is the ſame as, *quia*, and points at the *cauſe efficient*; but *Ut*, the ſame as, *Quô*, denoting the *finall cauſe:* or more plainly, when you can turn *That*, into *Becauſe*, uſe *Quod*, elſe uſe *Ut.*

2. The Infinitiue mood by poets

(and

(and frequently in Greek) is uſed for the Indicative, as *Criminibus terrere novis &c.*

3. And ſomtimes it depends upon a verb underſtood, as *hæccine fieri?*

4. But it is mainely needfull to underſtand the right uſe of the particle [*To*] which here ſhall be medled with only as it relates to a verb and it's appendants, Gerunds, Supines and participles. *To love* therefore may be rendred in latin by

1. An Infinitive mood, when it immediately followes another verb, or is uſed otherwiſe as is afore expreſſed.
2. A Gerund in *di* when it followes a Subſtantive or Adjective governing a genitive caſe.
3. A Gerund in *dum* when uſed with a prepoſition governing an Accuſative caſe.
4. The firſt Supine when uſed after a verb of motion &c.

And let me here add that a diligent obſervation of the various uſe of

ſuch particles eſpecially as are the ſigns of caſes in nouns, and moods and tenſes in verbs will prove a matter of no ſmall advantage unto children; ſo that they may be propoſed unto them in plain and familiar examples, whereby their underſtanding may be able to diſtinguiſh their ſeverall ſignications and uſes, as

I gave a book to my frind,
I deſire to ſtudy, Deſirous to read,
I go to ſee a play, My brother goeth to Italy, I have a buſineſs to do &c.

Laur. Valla hath written a peculiar tract for Reciprocals, and *Eraſmus* hath done ſomwhat to the ſame purpoſe, as alſo ſeverall Grammarians; out of thoſe and other obſervations, take the enſuing rules, intended to explaine this, not very eaſy, but extreamly uſefull ſubject, in which 'tis thought, men otherwiſe, not meanly learned, have bin miſtaken, as *Valla* by many inſtances labours to prove in the Tract aforementioned.

The

The Rules of Reciprocalls.

1. *Sui* and *ſuus* ought to have a Noun of the third perſon, in the ſame ſentence (or another annexed thereto by a Conjunction) whereto it may referr, as

Verres dicebat multa ſibi opus eſſe, multa canibus ſuis; here *ſibi* and *ſuis* relate to *Verres*.

In like manner.

Cererem antiquiſſimam, à Verre ex ſuis templis ſublatam.

But if you change the ſentence you muſt ſay *Verres ſuſtulit Cererem è templis ejus*, for elſe it could have bin the temple of *Verres* unto which the reciprocall muſt needs refer, in regard it is the caſe preceding the verb.

2. Somtimes a reciprocall is uſed when it relates to the ſubſequent word, as, *Trahit ſua quemque voluptas. Cuique ſua dos. Sua munera ſemper apud me.*

But ſuch ſentences as theſe may commonly be reſolved into the ſtructure of thoſe in the former rule, as *Quiſque trahitur à voluptate ſua* &c. or elſe *ſuus* will be the ſame as *proprius* as *Ulciſcentur illum ſui mores.*

3. But if there be many words preceding ſo that it may not well be known, unto which the reciprocall may refer, or that there be any ambiguity, a Relative may be uſed in the ſtead thereof, or a reciprocall as wee think beſt, as *Cepi columbam è nido ſuo vel ejus; ſumpſit ſupplicium de famoſo fure cum ſociis ſuis vel ejus.*

But if you add a *copula* the matter will be otherwiſe, as

Sumpſit ſupplicium de famoſo fure & ſociis ejus and not *ſuis.*

But I queſtion whether *Valla* will admit of this laſt rule, being he reprehends *Donatus* (If I miſremember not) for inſtances in his tract of the life of *Virgil*, not much unlike

ſome

ſome of theſe, but I muſt call to mind my deſigned brevity, which in regard this is intended for the uſe of children, will not admit of any further inlargement in this place.

Obſervation. VIII.

The figures of Grammar are only exceptions or diverſions from the generall Rules of that part of Grammar whereunto they belong.

I. *Appoſitio* puts two or more ſubſtantives in the ſame caſe.

II. *Evocatio* makes a words to be the firſt or ſecond perſon, that ought to be the third, as *Ego pauper laboro*, here the word *pauper* which is the third perſon (for all nouns, pronouns and participles are of the third perſon) is brought back to the firſt, whereby it may be a nomnative caſe to *laboro*.

In

In *Evocatio* obſerve

1. That two nomnative caſes are put in the ſame caſe by Appoſitio as *ego pauper.*
2. That they be of diverſe numbers, when the firſt perſon called back, firſt, wants the ſingular number as *deliciæ*; ſecondly, or is a noun collective, as *pars*; thirdly, or diſtributive, as *uterque.*

III. *Syllepſis* is a kind of ſpeech true in ſenſe though the words ſeem to beſpeak a breach of Concord; and is two fold

1. When two nominatiue caſes ſingular will have a verb plurall, when two ſubſtantives ſingular will have an Adjective plurall, when two Antecedents ſingular will have a Relative plurall.

2. When a noun diſtributive ſupplies the place of both nominative caſes or ſubſtantives as *uterque implicitl.*

In *Syllepſis* obſerve.

1. There muſt be [&] to couple between

tween the nominative caſes &c. or *cum*, as *ego cum fratre.*

2. The verb will agree with the worthier perſon; The Adjective and relative with the worthier gender.

IV. *Prolepſis* takes the whole before the part; and the parts, though they be of the ſingular number, will relate to a verb plurall going before; as *equi concurrunt*, *hic a dextra*, *ille à ſiniſtra.*

In *Prolepſis* obſerve.

1. The firſt nominative caſe muſt be of the plurall number as *Equi*, or equivalent to the plurall, as *Corydon & Thyrſis.*

2. Or it muſt be a noun collective as *Populus.*

3. Or a noun diſtributive as *uterque*; and then there will be ſomwhat underſtood, as *Curemus æquam uterque partem*, *Ter.* here *nos* is underſtood in the verb, and *alter & alter* in *uterque*: for wholly expreſſed it runs thus, *Nos curemus alter alterius partem, & alter alterius partem.* V. *Zeug-*

V. *Zeugma* puts one verb or adjective in the cloſe of many ſentences, that muſt be underſtood to all the reſt, though it be to the laſt only expreſſed, as *Doth not the garriſon, the watch, the people, the Senate fear you?* here *fear*, is only expreſſed in the laſt, but muſt be underſtood in all,

In *Zeugma* obſerve.

1. That the verb agrees with the laſt, unleſs there be a *Compariſon* or *niſi*, then it agrees with the firſt.

2. It is three fold, firſt in gender, ſecondly in number, and thirdly in perſon.

3. It is threefold as to the placing of the verb, firſt *Protozeugma*, when the verb is in the beginning; ſecondly *Meſozeugma*, when it is in the middle; thirdly, *Hypozeugma*, when 'tis in the end, as *ego & tu dormis.*

VI. *Syntheſis* hath a ſentence true in ſenſe, but in Latin ſeems not true, as *Pars ſecant. Gens armati.*

It

It is three fold.

1. When they agree not in gender, as *Anſer fæta.*

2. Or number, as *turba ruunt*; here a noun of multitude ſingular governs a verb plurall.

3. Or in both gender and number, as *hæc manus paſſi.*

VII. *Antiptoſis* puts one caſe for another, as *Urbem quam ſtatuo* &c. for *urbs.* This figure ſeems to be only a pretermiſſion of the Relative, as, *Ea urbs quam urbem.*

VIII. *Synechdoche* is two-fold.

1. When an adjective that belongs to the part of any thing, is put to agree with the whole, as *Æthiops albus dentes.*

2. When a verb neuter or paſſive, or a Noun Adjective governs an Accuſative or an Ablative caſe that denotes the place wherein there is a propriety or paſſion, as *Doleo caput vel capite.* Unto theſe add the uſuall figure *Enallage*, that doth uſe one mood, number perſon or gender for ano-

another, *Hinc ſpargere voces*, for *ſpargebant*.

It may not be amiſs to propoſe the following (or ſuch like) quæries to children that are come to ſome ripeneſs, for an hours exercitation, after they have paſt over the figures.

If theſe figures are exceptions or diverſions from the generall rule of that part of Grammar whereunto they belong.

Queſtion 1. Then how doth *Appoſitio* tranſgreſs the laws of *Syntaxis*; being it allows words belonging to the ſame thing to be put in the ſame caſe?

Queſtion 2. If the verb in *Evocatio* agreeth with the perſon calling, wherein lyeth the irregularity of any ſuch ſentence.

Queſtion 3. If two ſingulars with a Conjunction Copulative between them will be naturally equivalent to a plurall, what will become of *Syllepſis*.

Queſtion 4. If *Eclipſis* ſomtimes, and *Syllepſis* at other times, be added

ded to *Prolepſis*, and *Eclipſis* alone to *Zeugma*, wherein will theſe alſo vary from the rules of the Syntax?

Queſtion 5. Admit the part implyed by an *Eclipſis* were expreſſed in *Antiptoſis*, (as *ea urbs quam urbem ſtatuo*; *Eæ fabulæ, quas fabulas feciſſet populo ut placerent*) would not all ſentences of this ſort then become regular without the figures?

And the truth is, though all or moſt figurate expreſſions may not be reſolved according to the Canons or plain rules of the *Syntax*, ſo that of neceſſity ſome figures were to be ſuperinduced; Yet figures are not intended to ſalve any breaches of the language but to make up the defect of the Rules, ſo that you are not to look upon any figurate ſentences (met with in good Authors or uſed in imitation of them) as leſs Latin, then any other though your rule requires the help of a figure to make it good.

Note alſo that the Grammar is uſually divided into four parts. Firſt,

First, *Orthographia* that guides the true spelling of words.

Secondly, *Etymologia* (not to be taken here for the finding out of the roots and original of words, but) contains the variation or declining thereof, and therefore comprehends the eight parts of speech.

Thirdly, *Syntaxis*, or the right ordering of words as to their cases, and moods, to the end the Latin may be true.

Fourthly, *Prosodia*, that guids the right accenting of words, and the true measure or quantity of syllables.

It is convenient to cause children to understand unto which of these four parts each figure doth belong, as that the six little figures belong to *Orthography*, the eight following to the *Syntax*, those in *Prosodia* to the making of verses &c. After the same manner may you reduce any Grammaticall figures, which are met with in other Grammars, and pretermitted in that you use, to their proper part;

Observa-

Obſervation. IX.

Proſodia guides the true pronounciation of words, and is three fold, firſt of the *Tones* and *Accents*, ſecondly of the *Spirits*, thirdly of *Time*, or the quantity of ſyllables.

Notes. 1. The *Accents* do moderate and guide the right pronounciation of words, and *Time* comprehends the quantity of ſyllables.

2. And that there ought to be a regard had of both theſe in reading *Poets* is very certaine; though the *Accents* in Greek Poetry (by the preſent manner of reading) ſeem much, if not altogether, neglected.

3. The *Accents* are generally laid aſide by the Latins, ſave that by the advice of Grammarians they are retained in the enſuing particulars.

1. In words contracted, as *deûm* for *deorum.*
2. In words shortned by *Syncope*, as *Arpinâs* for *Arpinatis*; and also by *Apocope*, as *Virgilî* for *Virgilii* (so it was anciently used.)
3. In ambiguous words, *occido*, *occîdo*, *parere*, *parêre*, *Oblitus*, *oblîtus.*
4. IN Enclitîcks, as *fatayùe fortunasqùe virûm.*

Rules for the order of construing of Latin.

1. Read the sentence distinctly to a Period, then find out the hard words (if there be any) and note the Proper names which begin with great letters.

2. Observe the generall scope and argument according to the old verse,

Quis, cui, causa, locus, quo tempore, prima, sequela.

3. Observe, if there be a Vocative case, or an Interjection, or an Adverb of calling, exclaiming or exhorting, and take that first with whatsoever depends thereupon. 4. Then

4. Then take the Nominative caſe, and the Principall Verb, (and note that there is no ſentence, but muſt have a Verb either expreſſed or underſtood) and with theſe take their dependants; to wit, with the Subſtantive an Adjective, Participle or Genitive caſe, or any other word it governeth; with the Verb, an Infinitive mood or an Adverb.

5. Take the Adjective with the Subſtantive, unleſs the Adjective governeth another word, for then you had better take the Adjective laſt, and by it ſelf.

6. Next take the caſe which the Verb properly governeth, with what depends on it; and then other caſes with their dependants in order.

This order is inverted in the oblique caſes of *Qui*, and in all other Nouns that follow the rule of the Relative:

7. Be not ſatisfied with any conſtruction that hath not in it a tolerable ſenſe, though it be not the true

ſenſe, ſo that nothing be againſt ſenſe or grammar.

8. Uſe to conſtrue according to the naturall order of ſentences, and to render each word according to it's moſt uſefull, and primary ſignification; and when you can do this, you may afterwards labour to expreſs it aptly.

Rules for the placing of Latin words.

1. Place the Oblique caſe in the beginning, the Nominative in the middle, and the Verb in the end; but if the Oblique caſe be a Negative, it may be put laſt, ſo may alſo a Participle or Adjective that contains the chief point of the ſenſe.

2. Place the Adjective before the Subſtantive, and between them, firſt a genitive caſe, ſeconly a word governing a genitive caſe, thirdly ſomtimes an Adverb, Conjunction,

Pre-

Prepoſition with it's caſe ; but

3. Adverbs and Prepoſitions may be placed any where, pleaſing the ear, but moſt fitly before Verbs or Participles which they declare.

Obſerve that Authors have not ſtrictly tyed themſelves to any rules in this caſe, but ſtudied only, to pleaſe the ear ; yet theſe are uſefull to give ſome light to young beginners.

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